

Speech to Marshall School Bd, 8-12-13, by Jane Wilson, retired teacher

1. Common Core is Against the Law!

Despite 3 federal laws that prohibit federal departments or agencies from directing, supervising or controlling elementary and secondary school curricula, programs of instruction and instructional materials, the U.S. Department of Ed has placed the nation on the road to a national curriculum.

With only minor exceptions, the General Education Provisions Act, the Department of Education Organization Act, and the Elementary and Secondary Education Act of 1965, as amended by the No Child Left Behind Act, ban the Department of Ed from directing, supervising, or controlling elementary and secondary school curriculum, programs of instruction and instructional materials.

The Department has organized 2 consortia to "help" states move to common standards and assessments.

Bill Evers, research fellow at Stanford University's Hoover Institution and Koret Task Force on K-12 Education member, says,

"The two testing consortia funded by the U.S. Department of Ed have already expanded their activities well beyond the limits of the law."

He recommends the actions of the Department **warrant congressional hearings.**

Our U.S. Constitution seeks a healthy balance of power between states and the federal government, and wisely leaves the question of academic standards, curriculum and instruction up to the states (U.S. Constitution, Article 1, Section 8, Amendment 10).

2. CC removes the privacy *of families*

The Fordham Law Center questions the prudence of pushing states to expand student data systems which invade student privacy according to the "Family Education Rights and Privacy Act."

According to Joy Pullman of the Heartland Institute, the federal government will have access to not only the child's test results but their private information---- without parental knowledge or consent.

They plan to collect 415 attributes on every child including:

- 1-Any disease the child has had
- 2-Any legal problems “ “ “ “
- 3-religious preference
- 4-sexual preference
- 5-if child has been excused for a religious reason
- 6-child's social security # in 2 places

They require the collection of data to be linked from the school to the district to the state to the federal government and other agencies.

As parents are learning about their children's private information going into a national data bank, **they are outraged**, as they should be!

3. CC Removes Local Control and Accountability

This isn't the first time the federal government has attempted to form a national curriculum. They've never been able to get it through Congress because our congressmen knew it was against the law.

SO----The Obama administration and Department of Education decided to go **around** federal and state governments and tempt our state departments of education by bribing them with \$4.35 billion of federal stimulus money to the first states who signed on to CC---**even though CC standards and the national assessment test had yet to be written!** They also promised that states who adopted CC would have a better chance for a waiver from NO CHILD LEFT BEHIND. The states, in need of money, accepted CC without the necessary scrutiny concerning its merit and/or legality.

As Dean Kalahar writes on *The American Thinker* blog: "President Obama and Education Secretary Duncan falsely said the Common Core standards were developed by the states and voluntarily adopted. Common Core was actually developed by an organization called Achieve and the National Governors Association, funded by the Gates Foundation by at least \$173 million dollars. (The National Governors Association is a trade association that does not include all governors.)

The administration created two consortiums.

When our MI Dept. of Education signed us into the SMARTER BALANCED CONSORTIUM, they passed a line that had never before been crossed!

They gave up all educational decisions to an unelected, unaccountable bureaucracy to decide what to teach. It started us down a slippery slope.

The test design being developed by SMARTER Balanced is heavily influenced by Stanford education professor Linda Darling-Hammond. Darling-Hammond is a former colleague of domestic terrorist-turned education expert, Bill Ayers.

Darling-Hammond is the past president of the American Educational Research Association (AERA) and Ayers was elected in 2008 as AERA's vice president of curriculum. Linda Darling-Hammond was also a prominent advisor to then-Senator Barack Obama during his 2008 run for the presidency.

- for Stanford New School for California's list of the worst schools in the world*
4. CC removes Educational Choices Advocates of CC argue that we need a national curriculum because of students moving from state to state. Data indicate that inter-state mobility among school-age children is 0.3 %.

A single set of curriculum frameworks cannot be justified at high school level, given the diversity of interests, talents, and pedagogical need among adolescents. American schools should not be constrained in the diversity they offer students.

Other countries offer adolescents a choice of curricula: Finland, for example offers all students leaving grade 9 the option of attending a 3-year general studies high school or a vocational high school.

- Competition between state & local schools, if it is for quality of programs will increase*
5. CC removes excellence

Our own state standards are higher for high school graduation than those of the CC national standards.

Math

Melanie Kurdys, ~~retired teacher~~ and expert on CC, said that CC suggests that students complete geometry and Algebra I and II, but the standards water down what geometry and algebra II include from what Michigan has been requiring.

According to Matt May's "White Paper" on CC, Algebra I will be shifted from 8th grade to 9th grade and geometry is taught by an **experimental** method that has never been successfully implemented anywhere. *2. Failed in Russia*

According to Michelle Malcolm, author of *Culture of Corruption*, CC omits the conversion from decimals to fractions and vice versa.

✓ Dr. James Milgram of Stanford, the **only** mathematician on the Validation Committee, refused to sign off on CC math stating, *1. good*
"Its almost a joke to think students in Common Core will be ready for math *Also still behind*
at a university."

✓ He also said that CC math standards will place our students about two years behind their counterparts in high-performing countries.

CC math teaches "rotational" math similar to "Chicago math," which is quite difficult for most students, because they don't take the time to reinforce a concept before moving on to another new concept.

English

Dr. Stotsky has said that CC's English language arts standards consist of "empty skill sets. . . {that} weaken basic literary and cultural knowledge needed for authentic college coursework." She also suspects, from her analysis of work done so far on the standards, that the reading level deemed sufficient for high school graduation will be at about 7th grade level. And, CC revamps the American model of classical education to resemble a European model, which de-emphasizes the study of creative literature and places students on "tracks" (college vs. vocational) at an early age.

CC English standards reduce great literature reading in high school to 30%, while leaving 70% for reading “informational texts” such as EPA manuals.

In summary, CC is against the law. It removes privacy, local control and accountability, educational choices, and excellence.

